

1989

Center for the Advancement of Education The GEM Program 1989-1990

Nova University

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Center for the Advancement of Education

The GEM Programs

1989-1990

Published August, 1989.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.

Nova University is a member of the American Association of Colleges for Teacher Education.

Nova University's GEM Program is licensed by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program.

Policies and programs set forth herein are effective through August 31, 1990. The regulations and requirements herein, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University Administration.

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Center for the Advancement of Education

1000 14th Street, N.W.

Washington, D.C. 20004

The Center for the Advancement of Education is a non-profit organization dedicated to the improvement of the quality of education for all children.

Our primary focus is on the development of innovative educational programs and the dissemination of research findings to the field.

We are currently seeking grants and donations to support our ongoing research and program development efforts.

For more information about our work and how you can help, please contact us at the address above or by telephone at (202) 462-1000.

We are grateful for the support of our many friends and donors, and we look forward to continuing our work together to improve the lives of all children.

Thank you for your interest in the Center for the Advancement of Education.

GEM Classroom Locations and Site Administrators

BRADENTON

Bayshore High School
5323 34th Street West

Mr. William Lance
(813) 758-3631

LAS VEGAS, NEVADA

Bishop Gorman High Sch.
1801 Maryland Parkway

Mr. Richard Lundquist
(702) 648-1971

DAYTONA BEACH

Spruce Creek High School
801 Taykor Rd., Port Orange

Mr. James Whitaker
(904) 252-3200

MELBOURNE

Brevard Comm. College
3865 N. Wickham Rd.

Ms. Shirley Ross
(407) 636-3896

FT. LAUDERDALE

McFatter Vocational School
Medical Bldg.
6500 Nova Dr., Davie

Dr. Linda R. Lopez
(305) 467-3343

MIAMI

Riviera Jr. High Sch.
10301 S.W. 48th St.

Dr. John McKinney
(305) 385-4255

Dr. Fran Winfrey
(305) 944-0519

FT. MYERS

Bayshore Elem. Sch.
Route 41-Williams Rd.

Dr. Carrie Robinson
(813) 332-0100

ORLANDO

Mid-Florida Technical Institute
2900 West Oak Ridge Rd.

Dr. Jan Davis-Dike
(407) 273-7330

FT. PIERCE

Central High School
1101 Edwards Rd.

Ms. Marian Williams
(407) 464-8288

PHOENIX, ARIZONA

Nova University Office
8601 N. Black Canyon Hwy., #117

Dr. Deo Nellis
(602) 995-5999

GAINESVILLE

Gainesville High Sch.
1900 N.W. 13th St.

Dr. Jack Buys
(904) 371-0533

TALLAHASSEE

School for Applied Individualized Learning (SAIL)
725 N. Macomb

Dr. David Fairbanks
(904) 877-5714

JACKSONVILLE

Florida Comm. College
Downtown Campus
101 State Street

Dr. Marlene Kovaly
(904) 724-9519

TAMPA

Van Buren Jr. High Sch.
8715 N. 22nd St.

Ms. Liz Argott
(813) 685-3515

WEST PALM BEACH

Conniston Jr. High Sch.
673 Conniston Rd.

Dr. Michael Robbins
(407) 968-8252

GEM PROGRAMS
Academic Schedule 1989-90

FALL CYCLE MODULES-1989

Tuesday, September 5, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
September 9, 16, 23, 30
October 7, 14, 21, 28
November 4, 11, 18
December 2, 9, 16

WINTER CYCLE MODULES-1990

Tuesday, January 2, 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
January 6, 13, 20, 27
February 3, 10, 17, 24
March 3, 10, 17, 24, 31
April 7

SPRING CYCLE MODULES-1990

Tuesday, April 17 6:00-9:00 P.M.
Saturdays, 8:30 A.M.-4:30 P.M.
April 21, 28
May 5, 12, 19
June 2, 9, 16
Monday, June 18 4:00-10:00 P.M.
Tuesday, June 19 4:00-10:00 P.M.
Thursday, June 21 4:00-10:00 P.M.
Saturday, June 23 8:30 A.M.-4:30 P.M.
Tuesday, June 26 4:00-10:00 P.M.
Thursday, June 28 4:00-10:00 P.M.
Saturday, June 30 8:30 A.M.-4:30 P.M.

SINGLE COURSE-1990

Wednesday, June 20 4:00-10:00 P.M.
Friday, June 22 4:00-10:00 P.M.
Monday, June 25 4:00-10:00 P.M.
Wednesday, June 27 4:00-10:00 P.M.
Friday, June 29 4:00-10:00 P.M.

SUMMER CYCLE MODULES-1990

All sessions 4:00-10:00 P.M.

MONDAY

July 9
July 16
July 23
July 30
August 6
August 13

TUESDAY

July 10
July 17
July 24
July 31
August 7

THURSDAY

July 12
July 19
July 26
August 2
August 9

Open House and Registration Session Dates

Open Houses and Registration Sessions are held at local GEM classroom sites from 9:00 A.M. to 12:00 Noon. Fort Lauderdale, Phoenix and Las Vegas students may also register at local Nova University offices, Monday-Friday.

	OPEN HOUSE	REGISTRATION
FALL	August 26, 1989	August 26, 1989
WINTER	December 2, 1989	December 9, 1989
SPRING	March 24, 1990	March 31, 1990
SUMMER	June 16, 1990	June 23, 1990

GEM Programs Overview

The GEM (Graduate Education Module) Programs, an array of 20 major programs in continuing teacher education and school administration preparation, provide opportunities for full-time professionals to earn master's and educational specialist degrees and satisfy state requirements for renewal and addition of certification coverages and endorsements. The focus in all programs is on the improvement of professional practice, the application of current research and theory to the student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives.

GEM Programs are offered in locations and schedules that make it possible for students to complete degree requirements without interrupting their careers. All courses are taught by instructional teams of highly qualified local professors who successfully practice what they teach. Each GEM Programs site is managed by a Site Administrator, a local educational leader, who is assisted by a staff team. Staff team members include a Senior Educational Leadership Faculty person (SELF), either one or two PASS Convenors (practicum internship managers and practicum advisor supervisors), and a Site Marketing Specialist. Also included on staff teams at larger sites are Assistant Site Administrators.

Degree Requirements

Master of Science (20 majors):

1. Satisfaction of initial admission procedures and requirements.
2. Full admission to degree candidacy through successful completion of the COMMON MODULE.
3. Successful completion of 39 semester hours of credit (minus any accepted transfer of credit), with a grade-point average of 3.0 ("B") or higher.
4. Satisfaction of all financial obligations to the University.
5. Educational Leadership majors only: a passing score on the GEM comprehensive examination in educational leadership.

Educational Specialist (20 majors):

1. Satisfaction of requirements #1-4 listed above for the master of science degree.

2. A passing score on a GEM comprehensive examination in the major field of study.
3. Special requirements associated with the practicum internship module, as stipulated in the Practicum Internship Handbook.
4. Presentations at two local practicum orientation workshops, under the direction of site staff, sharing the process, procedures, results, and final practicum documentation with participating students.

Program Components

Degree-seeking students in all GEM majors at either degree-level must successfully complete the following program components in satisfaction of the 39 semester hours of credit requirement.

	<u>Credits</u>
THE COMMON MODULE	9
A MAJOR MODULE	9
A SECOND MAJOR OR ELECTIVE MODULE	9
THE SINGLE COURSE	3
THE PRACTICUM INTERNSHIP MODULE	9
Practicum Internship (6 credits)	
Critical Thinking and Technology (3 credits)	

All degree-seeking students must begin their programs with the COMMON MODULE.

Common Module

This nine-credit experience is the first module taken by all degree-seeking students in all GEM Programs. It is offered at each GEM site four times per year, during the Fall, Winter, Spring and Summer Cycles, provided that at least 15 students are enrolled.

Consisting of three highly related courses in computer literacy, curriculum and instruction and measurement and evaluation, the COMMON MODULE achieves a number of important functions for the new GEM student:

1. It includes a comprehensive orientation to the practicum internship, covering needs assessment, techniques the literature search, and other applied research methodologies.
2. It includes clear, standardized procedures for application for full admission to degree candidacy, requiring a 3.0 grade point average or higher, and demonstration of communication proficiency.
3. It provides diagnosis of oral and written communication skills and remedial strategies, where necessary, for attaining the required levels of proficiency.
4. It includes a computer literacy course counted as infield for the renewal of any Florida certification coverage.
5. It introduces the most current pre K-12 computer technology to all GEM majors.
6. It provides the curriculum and instruction content and the pair of emphasis area courses required by Florida law for initial certification in Education Leadership (school administration), both for Educational Leadership majors and for other GEM majors who may later decide to pursue administration careers.
7. It serves as an excellent introduction to the unique philosophy of the GEM Programs--to tightly blend the academic and professional work of the student to achieve significantly rejuvenated and improved practice as teachers or administrators.
8. It serves also to introduce the unique GEM team-teaching model for instructional delivery of all

modules, the bringing together of two or three highly qualified and successful local, expert practitioner/professors who:

practice what they teach,
represent excellent role models for their students,
complement each other in terms of teaching style and expertise,
function as a smoothly operating instructional team,
focus on the individual progress of each student, and
bring the real world of practice in school districts into their GEM classrooms as a rich supplement to the curriculum.

Major and Elective Modules

Students granted full admission to degree candidacy, as a result of their academic work and demonstration of communication skills proficiency in the COMMON MODULE, are eligible to enroll in second and then third modules as they are scheduled in subsequent cycles.

These nine-credit learning experiences may be MAJOR or ELECTIVE MODULES, depending on the student's particular program. In many cases these will both be MAJOR MODULES, to accommodate the number of courses required to add a state certification coverage or endorsement. In most cases where additional certification coverage is not being pursued, e.g., Elementary Education, Physical Education, Social Studies, Science, one of the two is a MAJOR MODULE and the other an ELECTIVE MODULE. An ELECTIVE, any available module selected by the student, can be taken before a MAJOR MODULE. In some cases the second and third modules can be taken through the DIRECTED STUDY system.

MAJOR AND ELECTIVE MODULES are taught by instructional teams as described above in the COMMON MODULE section.

The contents of all GEM modules are listed elsewhere in this document, along with complete descriptions of all courses contained in the modules.

The Single Course

The SINGLE COURSE serves a variety of purposes, as applicable to particular programs. It can serve as a certification course requirement, certification renewal course, or an elective course.

The three-credit SINGLE COURSE can be taken in the regular classroom mode, intensively scheduled June 20-29, 1990 (see Academic Schedule) or through the DIRECTED STUDY system at any

time approved by a student advisor after admission to degree candidacy.

All SINGLE COURSES are taught by individual instructors, qualified and functioning as described above in the COMMON MODULE section.

The Practicum Internship Module

The nine-credit PRACTICUM INTERNSHIP MODULE, the fourth module, is the "centerpiece" of the GEM Programs. It represents the direct application of all the student has learned in his or her major field of study to the resolution of a significant educational problem in his or her school, district, state department of education, or other agency. It is an applied research project carried out in an internship setting of the student's choice. It is undertaken, on an individually scheduled basis, when the student is eligible, prepared, and chooses to begin. The implementation phase of the project spans a period of at least one school district semester, normally 18 weeks.

The PRACTICUM INTERNSHIP involves the student in a closely collaborative effort with:

- a PRACTICUM ADVISOR, a qualified GEM faculty member, with solid expertise in the major involved and experiential knowledge of the internship setting chosen, who guides the student through each step of the process.
- a PRACTICUM MENTOR, the "significant other" who administers the internship setting and with whom the student negotiates the nature of the research and resolution project to be undertaken.
- other professionals working in the internship setting and with whom the student will be involved in the project.

The matter of choice is an essential feature of the PRACTICUM INTERNSHIP MODULE. Since the student chooses the internship setting, a mentor and (with the mentor) the exact nature of the project, the implications for career advancement are obvious and virtually unlimited. The upwardly mobile and professionally skilled GEM student majoring in English, for example, might approach his or her department chairperson, district-level supervisor, or state department of education official responsible for English curriculum, instruction or staff development, with an idea or vision for a practicum project which would result in wide dissemination and impact. If the person approached accepts the idea (or negotiates a modified version with the student) and agrees to serve as the practicum mentor, collaborating with the student and his or her practicum advisor in arranging the internship and the research and resolution

project, the process has begun well. If the student subsequently performs strongly in the internship and produces a final applied research document of high quality, the options for professional advancement are quite viable.

If the same English major, however, chooses not to pursue the ambitious path of career advancement described above, focusing instead on the perfectly valid aim to become a rejuvenated and more effective teacher, without regard to assuming new positions of increased responsibility, the mentor he or she approaches may be the department chairperson or a respected colleague, i.e., another English teacher.

For all GEM students, the PRACTICUM INTERNSHIP MODULE involves impact beyond the student's own classroom or other professional setting, whether the choice be the next highest level (e.g., the other English teacher, doubling the impact to two classrooms), or many levels higher (e.g., the state department of education, exponentially increasing the impact), or any other higher level along this continuum.

It is important to note that the central staff of the GEM Programs continuously informs building administrators, district-level administrators, department of education officials and legislative education committee chairpersons in the states in which GEM students are employed, and personnel in related agencies important to GEM students, that the PRACTICUM INTERNSHIP offers opportunities for perceived research needs at all these levels to be met by GEM students. These needs are elicited from the above sources and the results are ever-expanding lists of possible practicum projects and internship settings available to stimulate the visions and possibilities for GEM students.

Three additional vehicles exist for wide dissemination of the best GEM practicum work.

1. Outstanding practicum documents are disseminated nationally, through inclusion in computerized database networks, such as ERIC.
2. Abstracts of outstanding practicum documents are published in a Nova University research series, Outstanding Educational Improvement Projects, currently in its fourth publication, and distributed to a wide national readership.
3. At local and regional GEM site Practicum Fairs, outstanding practicum projects are presented and exhibited by students, their advisors and mentors for large audiences within the local education communities.

Initial steps leading to PRACTICUM INTERNSHIP MODULE work can be undertaken upon successful completion of the COMMON MODULE

and full admission to degree candidacy. These steps, fully detailed in the PRACTICUM INTERNSHIP HANDBOOK, distributed during the COMMON MODULE, include attendance at a PRACTICUM INTERNSHIP ORIENTATION WORKSHOP (normally conducted four times per year at the conclusion of each cycle), assignment of a practicum advisor, selection of an applied research topic, selection of an internship setting and mentor and initial drafting of a PRACTICUM INTERNSHIP PROPOSAL.

Prior to the implementation phase of the project, the proposal must be accepted at the GEM Practicum Internship Office on the main campus. Proposals are not accepted until successful completion of at least one MAJOR MODULE.

In addition to the Practicum Internship itself, to which six semester hour credits is applied, the PRACTICUM INTERNSHIP MODULE contains a special three-credit course, the objectives of which are achieved during the implementation phase of the Practicum Internship. For most students this course is EDL 650, Critical Thinking and Technology. If an additional course is needed to satisfy state certification requirements, this course is substituted for EDL 650. The Practicum Internship Advisor directs and evaluates the student's work in the special course, assisted by the Practicum Mentor.

Special Students

Special students, i.e., non-degree-seeking students, are welcomed by the GEM Programs. Among the various purposes for enrolling under special student status are:

- completion of courses required for certification renewal.
- completion of courses to satisfy requirements for addition of certification or endorsement coverages.
- "trying out" the GEM Programs.

Procedures for changing from special student to degree-seeking status can be obtained from the local Site Administrator or a student advisor on the main campus.

The GEM Majors and Course Requirements

The chart below displays the 20 major programs available and the four modules and single course required for degrees in each.

All students begin their programs with the COMMON MODULE.

All students take the PRACTICUM INTERNSHIP MODULE, including either the EDL 650 course or, if applicable, a certification course.

All students take the CSE 550 SINGLE COURSE unless, for certification purposes, another course is required.

An ELECTIVE MODULE, indicated for some majors, is any available module selected by the student.

In programs including MAJOR and ELECTIVE MODULES, these may be taken in either order.

In programs including two MAJOR MODULES, these may be taken in either order, except for Computer Science Education, in which CSE I must be taken first.

All students must have a program outline developed, prior to the mid-point of the COMMON MODULE, with the assistance of the local Site Administrator and subsequent approval of the appropriate Student Advisor. (For Educational Leadership majors, the program outline is developed with the assistance of the local Senior Educational Leadership Faculty person: the SELF.)

CODES

CM : COMMON MODULE

PIM: PRACTICUM INTERNSHIP MODULE

MAJOR	MODULE	MODULE	MODULE	COURSE	MODULE
ADULT EDUCATION	CM	ADULT	ELECTIVE	CSE 550	PIM
COMPUTER APPLICATIONS	CM	CAP I	CAP II	CSE 550	PIM
COMPUTER SCIENCE EDUCATION	CM*	CSE I	CSE II	CSE 550	PIM*
EARLY CHILD- HOOD SPECIAL EDUCATION	CM	ELSE I	ELSE II	CSE 550	PIM
EDUCATIONAL LEADERSHIP (ADMINISTRA- TION K-12)	CM	EL I	EL II	CSE 550	PIM
EDUCATIONAL MEDIA	CM/ EM I**	EM II	EM III	EM 520**	PIM
ELEMENTARY EDUCATION	CM	ELEM ED	ELECTIVE	CSE 550	PIM

MOTIONALLY HANDICAPPED	CM	EH	SLD II	EP 560	PIM
ENGLISH	CM	ENGLISH	ELECTIVE	CSE 550	PIM
GIFTED	CM	GIFTED	ELECTIVE	CSE 550	PIM
HEALTH	CM	HEALTH I	HEALTH II	CSE 550	PIM
MATHEMATICS	CM	MATH I	MATH II or ELECTIVE	CSE 550	PIM
MENTAL RETARDATION	CM	MR	SLD II	EP 560	PIM
PHYSICAL EDUCATION	CM	PED	ELECTIVE	CSE 550	PIM
PRIMARY EDUCATION	CM	EARLY CHILD- HOOD	ELECTIVE	CSE 550	PIM
READING	CM	RDG I	RDG II	EDU 580	PIM
SCIENCE	CM	SCIENCE	ELECTIVE	CSE 550	PIM
SOCIAL STUDIES	CM	SST	ELECTIVE	CSE 550	PIM
SPECIFIC LEARNING DISABILITIES	CM	SLD I	SLD II	EP 560	PIM
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES ***	CM	TESOL I	TESOL II	CSE 550	PIM

* For COMPUTER SCIENCE EDUCATION:

- In CM, substitute CSE 600, Teaching Computer Literacy, for CUR 501/2/3/4/5.
- In PIM, substitute CSE 680 Teaching Basic Programming for EDL 650.

** For EDUCATIONAL MEDIA:

- The CM contains three media courses (EM I)
- If EM III has not been completed, permission of the instructor must be obtained to enroll in EM 520.

GEM MODULE CONTENTS

ADULT EDUCATION (AE)

- AS 610 Organization and Administration of Adult and Community Education
- AS 630 Methods and Materials of Instruction for Adults
- AS 640 Community School Administration

COMMON MODULE (CM)

- CSE 500 Computer Literacy for Teachers and Administrators
- CUR 501/2/3/4/5 Curriculum and Instruction
- CUR 531/2/3/4/5 Educational Measurement and Evaluation

COMPUTER APPLICATIONS (CAP) I

- CSE 505 Computer Applications
- CSE 510 Advanced Applications of Technology
- CSE 515 Computer Assisted Instruction

COMPUTER APPLICATIONS (CAP) II

- CSE 605 Applications of Electronic Publishing
- CSE 610 Communicating with Computers
- CSE 615 Emerging Technologies

COMPUTER SCIENCE EDUCATION (CSE) I

- CSE 505 Computer Applications
- CSE 510 Advanced Applications of Technology
- CSE 700 Introduction to Structured Programming

COMPUTER SCIENCE EDUCATION (CSE) II

- CSE 710 Programming in Pascal
- CSE 712 Advanced Programming in Pascal
- CSE 715 Data Structures

EARLY CHILDHOOD (PRIMARY)

- EC 5281 Individualized Instruction in Early Childhood I (Theory)
- EC 5282 Individualized Instruction in Early Childhood II (Practice)
- HB 501 Child Development

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) I

- EP 5265 Nature and Needs of Handicapped Preschool Children
- EP 5270 Assessing the Needs of Preschool Handicapped Children
- EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) II

- EP 5280 Working with the Community and Families of Young Handicapped Children
- EP 5285 The Team Approach in Programs for Young Handicapped Children
- EP 5290 Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children

EDUCATIONAL LEADERSHIP (EL) I

- EDL 505 Educational Budgeting and Finance
- EDL 510 School Leadership
- EDL 515 Communication Skills and Appraisal of Educational Leadership

EDUCATIONAL LEADERSHIP (EL) II

- EDL 520 School Law for Administrators
- EDL 525 Personnel Selection and Development
- EDL 530 Organizational Management of Schools

EDUCATIONAL MEDIA (EM COMMON MODULE) I

- EM 500 Philosophy of School Library Media Programs
- EM 505 Design and Production of Educational Media
- EM 510 Media for Children

EDUCATIONAL MEDIA (EM) II

- EM 525 Library Media Collection Development
- EM 530 Management of School Library Media Programs
- EM 535 Media for Young Adults

EDUCATIONAL MEDIA (EM) III

- EM 520 Instructional Role of the Media Specialist
- EM 540 Organization of Library Media Collections
- EM 545 Production of Instructional Video Programs

ELEMENTARY EDUCATION (ELE)

- ELE 541 Creativity in Elementary School Curriculum
- ELE 542 Materials in the Teaching of Elementary Arithmetic and Science
- ELE 730 Reading in the Elementary School

EMOTIONALLY HANDICAPPED (EH)

- EP 529 Educational Programming for the Emotionally Disturbed and Socially Maladjusted Child
- EP 530 Classroom Management: Methods and Techniques for the Emotionally Disturbed and Socially Maladjusted Child
- EP 532 Precision Teaching and Behavior Modification for the Emotionally Disturbed and Socially Maladjusted Child

ENGLISH (ENG)

- ENG 620 Developmental Writing
- ENG 630 English Workshop
- ENG 640 Rhetoric: Fundamentals of Speech Communication

GIFTED CHILD EDUCATION (GCE)

- EDU 550 Introduction to the Nature and Needs of the Gifted Child
- EDU 551 Educational Procedures for the Gifted Child
- EDU 555 Seminar for the Guidance of Gifted Children

HEALTH (HE) I

- HE 565 Human Sexuality in Health Education
- HE 570 Gerontology and the Health Educator
- HE 575 Drug Abuse in Health Education

HEALTH (HE) II

- HE 526 Stress Management
- HE 545 Fitness Education
- HE 580 Health Counseling

MATHEMATICS (MAT) I

- MAT 645 Topology and Non-Euclidean Geometry
- MAT 650 Advanced Euclidean Geometry
- MAT 655 Symbolic Logic and Set Theory

MATHEMATICS (MAT) II

- MAT 755 Linear Algebra
- MAT 760 Abstract Algebra
- MAT 765 Number Theory

MENTAL RETARDATION (MR)

- EP 501 Biological, Psychological, and Sociological Foundations of Mental Retardation
- EP 509 Curriculum Development, Methods, and Materials for the Trainable Mentally Retarded
- EP 510 Curriculum Development, Methods, and Materials for the Educable Mentally Retarded

PHYSICAL EDUCATION (PED)

- PED 710 Programs for the Physically Handicapped in Mainstreamed Physical Education Classes
- PED 730 Physical Education Programs to Promote Future Healthy Adulthood
- PED 750 Problems of Negligence and Liability in Physical Education Programs

PRACTICUM INTERNSHIP MODULE (PIM)

- EDL 650 Critical Thinking and Technology
(Various Prefixes) Practicum Internship

READING (RED) I

- RED 500 Techniques of Corrective or Remedial Reading
- RED 554 Assessment in Reading
- RED 570 The Reading Process

READING (RED) II

- RED 750 Literature for Children and Adolescents
- RED 5271 Reading Supervision and Curriculum Development I
- RED 5272 Reading Supervision and Curriculum Development II

SCIENCE (SCI)

- SCI 610 Current Issues in Energy and Environmental Studies
- SCI 620 Biology and Human Affairs
- SCI 630 Scientific and Social Perspectives in the Physical Sciences

SOCIAL STUDIES (SST)

- SST 610 Political Thought and Analysis
- SST 620 Contemporary Theories in Behavioral Science
- SST 630 Contemporary Social Problems/Issues

SPECIFIC LEARNING DISABILITIES (SLD) I

- EP 5261 Workshop in Learning Disabilities: Theory
- EP 5262 Workshop in Learning Disabilities: Practice
- EDU 558 Classroom Management of the Learning Disabled Child

SPECIFIC LEARNING DISABILITIES (SLD) II

- EP 556 Educational Assessment for Exceptional Children
- EC 580 Speech and Language Development
- CU 665 Theories of Learning and Effective Teaching

TESOL (TSL) I

- BLE 500 Foundations of Bilingual Education
- BLE 547 Testing and Evaluation in BLE/TESOL
- BLE 567 Applied Linguistics: Contrastive Analysis

TESOL (TSL) II

- TSL 515 Curriculum Development in Bilingual Programs
- TSL 562 Cultural and Cross-Cultural Studies
- TSL 569 Methodology of Teaching English to Speakers of Other Languages

Transfer of Credits

Up to six semester hours of graduate transfer credits will be accepted into GEM programs, provided that the following conditions apply:

The student's major program allows for transfer of credit.

The credits were earned at a regionally accredited, graduate institution, within a five-year period preceding the student's request for transfer.

The courses were not used toward a prior degree.

The grades assigned the courses were either "A" or "B".

An official transcript is on file to aid in the evaluation of the courses under consideration for transfer.

A Request for Transfer of Credit form has been completed by the student and is on file. (These forms are available at all GEM sites.)

Final approval of transfer of credits has been given by the appropriate student advisor.

Credits transferred in will decrease the overall total of 39 credits required for GEM degree programs but will not be computed into the student's grade point average.

Since state requirements for additional certification coverages are increasing and, in many cases, passing scores on state certification examinations are required, it is mandatory that all GEM students pursuing additional coverages consult with their student advisors in the GEM Programs offices as to current state policies that may affect GEM transfer of credit.

Fees

Payment of fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be made payable to NOVA UNIVERSITY. Tuition fees can be charged to Master Card or Visa accounts. Fees are subject to change without notice.

Graduate Admissions Application Fee.....\$30

This is a one-time, non-refundable fee. (A perforated Graduate Admissions Application form is included at the end of this document.)

Tuition Fees.....\$145/credit

For the COMMON MODULE, MAJOR and ELECTIVE MODULES and the SINGLE COURSE, tuition payment and completed registration forms must be received at CAE or by the local Site Administrator at least one week prior to the first class session. Beyond these deadlines, a LATE FEE of \$50 is assessed.

For students wishing to make tuition payments in three installments for the MODULES mentioned above, an initial payment of \$435 is due as stipulated above, a second payment of \$435 is due no later than the fifth full class session, and the third payment of \$435 is due no later than the ninth full class session. Partial payment forms, available at the local sites, must be completed and submitted with second and third payments to the Site Administrator. Beyond the deadlines for second and third payments, the \$50 LATE FEE is assessed.

For the PRACTICUM INTERNSHIP MODULE, tuition payment and a completed registration form must be received at CAE or by an authorized local GEM staff member at any time after successful completion of the COMMON MODULE and full admission to degree candidacy and prior to commencement of initial work on the PRACTICUM INTERNSHIP.

For students wishing to make tuition payments in three installments for the PRACTICUM INTERNSHIP MODULE, an initial payment of \$435 is due as stipulated above, a second payment of \$435 is due prior to acceptance of the PRACTICUM INTERNSHIP PROPOSAL at CAE, and the third payment of \$435 is due no later than one month following receipt of the second payment. Beyond the deadlines for second and third payments, the \$50 LATE FEE is assessed.

Practicum Internship Module Maintenance Fee.....\$200/year

Due to the necessity to retain the professional services of the PRACTICUM INTERNSHIP ADVISOR and the

PRACTICUM INTERNSHIP MENTOR, a maintenance fee of \$200 per year will be assessed in all cases where the FINAL PRACTICUM INTERNSHIP DOCUMENT has not been received at CAE on or before the date marking 16 months from the date of initial registration for the PRACTICUM INTERNSHIP MODULE. The maintenance fee is assessed, if applicable, each succeeding year from the first assessment, up to the four year statute of limitations for completion of GEM Programs.

NOTE: Payment of PRACTICUM INTERNSHIP MODULE MAINTENANCE FEES does not extend the repayment of student loans. Lending institutions may seek initial repayment of these loans even though the PRACTICUM INTERNSHIP MODULE has not been completed.

Directed Study Fee.....\$13/credit

The DIRECTED STUDY FEE covers the costs of instructional delivery and administrative services. This fee does not cover the costs of required learning materials (see below).

Textbooks, Books of Readings, Practicum Internship Packet and other Learning Materials.....as applicable

Students must purchase required learning materials no later than the opening class sessions of each applicable module, course or Directed Study period. Unless otherwise indicated by the Site Administrator, checks or money orders should be made payable to NOVA BOOKS, INC. Receipts are provided if needed.

Lab Fees

All courses taught in computer labs or media production labs.....\$10/credit

These fees cover costs of lab supplies, equipment maintenance and repair, and professional services of laboratory assistants.

Educational Leadership Appraisal fee (in EL I module).....\$105

This fee covers the costs of ELA lab learning materials and licensure and inservice training of ELA instructors.

Local Feesas applicable

The GEM Programs are offered in cooperation with local teacher organizations in Alachua, Brevard, and Dade Counties in Florida. Students eligible, but not members of these organizations at the Gainesville, Melbourne, or Miami GEM sites must pay a service fee to the appropriate organization. Membership is not required. Site Administrators at these locations provide complete details regarding local fees to students to whom they apply.

Graduation Fee.....\$30

- Students must request a DEGREE APPLICATION FORM from the Nova University registrar's office (extension 7400) at least two months prior to the projected date for completion of all degree requirements.
- An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer at Fort Lauderdale.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20, must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314. Toll free: 1-800/432-5020 ext. 7413. All others 305/475-7413.

The first part of the report is a general statement of the purpose and scope of the study. It is followed by a description of the methods used in the study, including the selection of subjects, the design of the study, and the procedures used for data collection and analysis. The results of the study are then presented in a series of tables and figures, and a discussion is given of the implications of the findings for the field of study.

The second part of the report is a detailed description of the results of the study. It begins with a summary of the main findings, followed by a more detailed discussion of each of the results. The discussion includes a comparison of the results with those of previous studies, and an attempt to explain the results in terms of the theory of the study.

The third part of the report is a conclusion and a list of references. The conclusion summarizes the main findings of the study and states the author's conclusions about the results. The list of references includes all the studies that were cited in the report.